

Academic and Student Enrollment Steering Committee
Course Design Modalities: Recommendations (see course modality grid for review)

The Academic and Enrollment Management has reviewed the course design models and has provided in this statement some recommendations to guide campuses with their plans for scheduling and delivering credit and non-credit courses in the Re-open framework. Please note, individual campuses have the flexibility of deciding what mix of hybrid, LRON, Hyflex, and online courses that works best for them. The Committee recommends that the decision must work best for the health and safety of the campus this coming fall. The course format must be a decision that is made by both the faculty member and the Associate/Academic Dean. The campus must be flexible and all on ground components may pivot to online due to health and safety considerations.

Recommendations

Overall, student success in the classroom must be maintained as a priority, while addressing safety/security related issues on campuses. First-time students, students that are placed in developmental courses, and students that lack the technology and access to both computers and Internet services must be considered in campus plans for re-opening this fall term. Specific recommendations for each course design modality are as follows:

- Online and LRON courses are strongly recommended as methods for course delivery methods for the Fall 2020.
- Hybrid courses are recommended for the courses that require hands-on components that cannot be accomplished online. These courses must be determined by each college campus.
- Hyflex B is a viable recommendation for the courses in the Fall 2020 and should be considered. The technology on campus must be provided as described above. Social distancing measures may be lessened during the semester, and in-person instruction could occur to campus.
- Hyflex A is an option for campuses that have the space and technology available (see above) in the Fall 2020. Instructor must have the extensive training necessary to deliver this format.
- Hyflex C is an option that could be a target for a planned rollout over perhaps 2-5 years. A small number of faculty may wish to pilot this approach in some of the existing 21st Century classroom at some colleges.
- Scheduled on-ground courses must be available on Blackboard, and the faculty member must have received technical competency and basic training on Blackboard. Otherwise, on-ground only classes are not recommended for Fall 2020 due to the potential of the campus shutting down again due to COVID-19.
- Develop a plan for potential online modality of some labs (science and technical) to de-densify for public health reasons as needed, to be fiscally responsible, and where it's not possible to break out labs into smaller class sizes due to space constraints. Any lab sections to be built in Banner with this online modality would be done so only after securing that all of the specialized purchases have been made (e.g. home kits).
- Use Online, LRON, or Hyflex B format for instructors that cannot return to campus because of risk factors and to reduce number of people on campus.

* <https://beyonanotherpaper.com/2019/04/19/about-hyflex-courses/>

**<https://www.insidehighered.com/digital-learning/article/2018/01/24/blendflex-lets-students-toggle-between-online-or-face-face>

ACADEMICS/ENROLLMENT MANAGEMENT STEERING COMMITTEE

Course Design Modalities: Review and Recommendation

COURSE DESIGN MODALITY	On Ground	Online	Live/Remote Online Courses (LRON)	Hybrid	HyFlex A	HyFlex B	HyFlex C/Blendflex
DEFINITION	These courses will be delivered on campus at a specific time, place, and location; use of Blackboard is strongly recommended from the start of the course.	Courses delivered in which all instruction and assessment is delivered asynchronously through Blackboard—often in conjunction with publisher-based content. These courses include discussion boards, assignments, projects, assessments, etc. However, courses designated as “Online with Classroom Component” (OLCR) may require an on-ground orientation and/or proctored assessments, although all instruction must be online/asynchronous.	Live sessions are held (synchronous) at specified times using Teams/ Webex.	This type of course delivery includes onsite and online instruction (combination of 1 and 2 or 1 and 3 above) with a focus on scheduling limited number of class sessions on campus. This course method would occur for courses that have required hands-on components that cannot be accomplished online (i.e., manufacturing and health career programs, and workforce non-credit training where possible.). For example, hybrid scheduling might involve splitting a course into 8-week lecture online / 8-week lab on-ground for programs or courses that require Lab, Practicum, Studio, or Clinical experience.	This course delivery method would allow the students to take a course partially onsite and partially online according to a set rotating schedule to ensure social distancing. For example, 1/2 of the students are synchronous online on Tuesdays while 1/2 are on ground in the classroom. It is then flipped for Thursdays.	This course delivery method would allow the students to take a course as live remote (LRON) at a specified time and day. Once the pandemic conditions change and social distancing is no longer a concern, these courses can be brought to the campus as on ground learning.	In the HyFlex C course design, students can choose to attend face-to-face, classroom-based synchronous class sessions, or participate in those sessions online via WebEx or Teams, without physically attending class. In addition, in HyFlex C/Blendflex, students would also have the option to complete the entire course asynchronously, without attending any live sessions at all (either on-ground or remotely).
TECHNOLOGY	Minimal depending on the instructor assignments and instruction (unless a shutdown occurs). Campus/faculty will need to identify technology needs for on-ground courses if offered for Fall 2020.	Students need a reliable computer with internet connection; Faculty need extensive training on the use of Blackboard (pedagogical and technical competency training; as well as instructional design assistance based on standard best practices).	Students need a reliable computer with internet connection; Faculty need training on the use of Teams/Webex, and typically there is an expectation that Blackboard will be used for the delivery of ancillary readings and instructional content, assignments, assessments, and (captioned) recordings of lectures or other relevant media.	Students need a reliable computer with internet connection.	Students need a reliable computer with internet connection for online rotation, if they are selecting the online option.	Students need a reliable computer with internet connection;	As with Hyflex A, the classroom must be fitted with multiple monitors and sufficient audio capabilities to ensure equivalent communications between the instructor and students, as well as between both live and remote students.
FACULTY COMPETENCIES	Students and faculty may become sick, and this alternative format will be necessary for the course. Use of Blackboard, with any needed training, must be mandatory in case of a shutdown occurs. If social distancing rules ease, this may become the primary delivery method in later semesters.			Faculty need training on the use of Blackboard (pedagogical and basic skills training), since the percentage of instruction in a Hybrid class that takes place on-ground versus online can vary from course to course.	Faculty need extensive training on the use of Blackboard (pedagogical and technical competency training; as well as instructional design assistance based on standard best practices) and classroom technology because they will stream the course, record the course, and hold the course on site. Furthermore, online learning opportunities must exist to mimic in-class activities.	Faculty need extensive training on the use of Blackboard (pedagogical and technical competency training; as well as instructional design assistance based on standard best practices) and classroom technology because they may stream the course, record the course, and hold the course on site.	Faculty need extensive training on the use of Blackboard (pedagogical and technical competency training; as well as instructional design assistance based on standard best practices) because they will stream the course, record the course, and hold the course on site. Plus, have an asynchronous course prepared for the same group of students.
OPPORTUNITIES	This format should be limited to courses that have required hands-on components, and the course will need to have an LRON/Hyflex version prepared should the conditions warrant due to COVID-19.	Due to social distancing, this type of delivery should be one of the main options for course delivery.	Due to social distancing, this type of delivery should be one of the main options of course delivery. Courses could be held by the instructor in the classroom or at home, and the students could watch the presentation from home. The instructor could also utilize the technology on campus, in a classroom, and social distancing from others.	Due to social distancing, this type of course should be a main option.	Due to social distancing, this type of course will be very difficult to hold on campuses that have small capacities in classrooms, laboratories, and studios.	Due to social distancing, this type of course should be a main option. This option would allow students to return to campus when conditions deemed such at the same time and day.	In addition, since this type of HyFlex course allows students to choose a totally asynchronous learning option, the courses must have fully built-out online, asynchronous modules, so that students who never set foot on campus have an equivalent learning experience and meet all the course learning outcomes.
CHALLENGES	Due to social distancing, this type of delivery strongly discouraged on campuses due to classroom space availability and campus physical structure of rooms and hallways, elevators, restrooms, and other spaces. We may have another outbreak of COVID-19, which would result in shutting down campuses.			When the class is scheduled face-to-face on-site, the campus must ensure that CDC guidelines and state rules for spacing, PPE, and locations signage are followed.	For campuses with larger capacity rooms that allow students to social distance (appropriate densities), this may be a viable option.		Prior to the start of a Blendflex course, the online portion of the course must be completely set up and reviewed for design quality and accessibility, as should be the case with all fully online courses.